



Pearson  
English

International Certificate

# Functions and Notions

Level 1

October 2021



Pearson English International Certificate Level 1 is designed to be aligned to Level A2 of the Common European Framework of Reference for Languages developed by the Council of Europe also known as 'Waystage Level'. The following represents the range of functions and notions that learners should be able to use to function effectively and efficiently at this level. The information has been reproduced with permission from the Council of Europe (reference DC/198/SL/CP dated 14 December 2010) from the *Waystage 1990* specification (© Council of Europe, 1991). The full description has been published by Cambridge University Press and is also available on the Council of Europe website: [http://www.coe.int/t/dg4/linguistic/Waystage\\_CUP.pdf](http://www.coe.int/t/dg4/linguistic/Waystage_CUP.pdf)

# Language functions

## The Learner CAN impart and seek factual information

### identifying

- with pointing gesture
  - (an object) this one, that one, these, those
  - me, you, him, her, us, them
  - the this, that, these, those
  - (+N) + be + NP
  - I, you, he, she, it we, they + be + NP

### reporting (describing and narrating)

- declarative sentences
  - NP + say, thing + complement clause

### correcting

- as with identifying and reporting sections above, with contrastive stress
  - correcting a positive statement*
    - No (+tag)
  - negative sentences
    - correcting a negative statement*
      - Yes (+ tag)

### asking

- for confirmation
  - interrogative sentences
  - declarative sentences with high-rising intonation
  - short questions
- for information
  - wh questions:
    - (time) when?
    - (place) where?
    - (manner) how?
    - (degree) how far/much/long/hot/etc.?
    - (reason) why?
- seeking identification
  - wh questions:
    - (person) who?
    - (possession) whose + NP?
    - (thing) what?
    - which (+ NP)?

### answering questions

- for confirmation
  - Yes, No (+tag)
- for information
  - declarative sentences
  - (time) adverb, prepositional phrases
  - (place) adverb, prepositional phrase
  - (manner) adverb, prepositional phrase
  - (degree) adverb, prepositional phrase
  - (reason) (because +) declarative sentence.
- seeking identification
  - see identifying section above

# The learner CAN express and find out attitudes

factual: agreement, etc.

- expressing agreement with a statement
  - I agree
  - That's right

*with a positive statement*

  - Yes (+ tag)
  - Of course
  - Certainly

*with a negative statement*

  - No (+tag)
  - Of course not
  - Certainly not
- expressing disagreement with a statement
  - That's not right
  - I don't agree

*with positive statements*

  - No (+ tag)
  - Certainly not
  - I don't think so

*with negative statements*

  - Yes (+ tag)
  - I think + positive statement
- enquiring about agreement and disagreement
  - Do(n't) you think + complement clause?
  - Do(n't) you think so (too)?
  - Do(n't) you agree?
- denying something
  - No (+negative tag)
  - negative sentences with not, never, no (adjective), nobody, nothing

factual: knowledge

- stating whether one knows or does not know something or someone
  - I (don't) know (+ NP)
- enquiring whether one knows or does not know something or someone
  - Do(n't) you know (+ NP)?

factual: modality

- expressing ability and inability
  - NP+ can(not)
- enquiring about ability and inability
  - Can(not) + NP?

factual: certainty

- expressing how (un)certain one is of something
  - strong positive*
    - I'm sure (+ that clause)
    - I'm certain (+ that clause)
  - positive*
    - declarative sentence
    - I know + that clause
  - intermediate*
    - I think so
    - I think + that clause
    - I suppose/ believe so
    - I suppose/believe + that clause
  - weak*
    - NP + may
    - Perhaps
    - I'm not sure (+ that clause)
    - I wonder

negative

- NP + cannot...
  - I don't think so
  - I don't think + that clause
- enquiring how (un)certain others are of something
  - Are you (quite)sure?
  - Are you (quite) sure + that clause?
  - Do you think so?
  - Do you think + that clause?
- expressing one is (not) obliged to do something
  - I/we (don't) have to...
- enquiring whether one is obliged to do something
  - Do I/we have to...?
- giving permission
  - You can
  - You may
  - Yes
  - Of course (you may)
  - (That's) all right
- seeking permission
  - May I...?
  - Can I...?
  - Let me...
  - Do you mind + if clause?
- stating that permission is withheld
  - (Please) don't (...)
  - No
  - NP + must not...

### volitional

- expressing wants, desires
  - I'd like...
  - I want...
  - May I have + NP (please)?
- enquiring about want, desire
  - Would you like...?
  - Do you want...
  - What about...?
- expressing intention
  - NP + be going to...
  - NP + will/'ll...
- enquiring about intention
  - Are you going to...?
  - Will you...?
- expressing preference
  - I('d) prefer + NP
  - I('d) like + NP
  - I'd rather...(than...)
  - I'd rather not (...)

### emotional

- expressing pleasure/ liking
  - NP + be (very) nice
  - NP + be (very) pleasant
  - I like + NP (very much)
  - I love...
- expressing displeasure/ dislike
  - NP + be + not (very) nice
  - NP + be + not (very) pleasant
  - I don't like + NP (very much)
  - I hate...
- enquiring about pleasure, liking, displeasure, dislike
  - Do(n't) you like + NP?
  - Would you like...?
- expressing hope
  - I hope + so
  - I (do) hope + that clause
- expressing satisfaction
  - This/That is very good/nice
- expressing dissatisfaction
  - I don't like this/that
- enquiring about satisfaction
  - Do you like this/that?
  - Is this all right (now)?
- expressing disappointment
  - What a pity!
  - That's a (great) pity!
- expressing gratitude
  - Thank you (very much)
  - That's very kind of you

### moral

- apologizing
  - I am (very) sorry!
  - Sorry!
  - I am so sorry!
- granting forgiveness
  - That's all right
  - It's all right now
  - It doesn't matter (at all)
- expressing approval
  - Good!
  - That's fine!
- expressing appreciation
  - (It's) very good/ nice
- expressing regret
  - What a pity!
  - It's a (great) pity!
  - I'm (so/very) sorry if...
- expressing indifference
  - It doesn't matter
  - I don't mind (+ if clause)

## The learner CAN get things done (suasion)

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• suggesting a course of action (including the speaker)<ul style="list-style-type: none"><li>– Let's...</li><li>– Shall we...?</li><li>– We could</li><li>– What about...?</li></ul></li><li>• requesting others to do something<ul style="list-style-type: none"><li>– Please, ...please</li><li>– Will/would/could you...?</li><li>– Would you mind...?</li></ul></li><li>• inviting others to do something<ul style="list-style-type: none"><li>– Would you like to...?</li><li>– What about...?</li></ul></li></ul> | <ul style="list-style-type: none"><li>• accepting an offer or invitation<ul style="list-style-type: none"><li>– Thank you</li><li>– Yes, please</li><li>– That'll be very nice</li><li>– All right</li></ul></li><li>• declining an offer or invitation<ul style="list-style-type: none"><li>– No, thank you</li><li>– I'm afraid I cannot</li></ul></li><li>• enquiring whether an invitation or offer is accepted or declined<ul style="list-style-type: none"><li>– Will you...?</li></ul></li><li>• advising others to do something<ul style="list-style-type: none"><li>– You should...</li><li>– Why don't you...</li></ul></li></ul> | <ul style="list-style-type: none"><li>• warning others to take care or to refrain from doing something<ul style="list-style-type: none"><li>– Be careful!</li><li>– Look out!</li><li>– Don't...</li><li>– Mind...!</li></ul></li><li>• offering assistance<ul style="list-style-type: none"><li>– Can I...?</li></ul></li><li>• requesting assistance<ul style="list-style-type: none"><li>– Can you... , please?</li></ul></li></ul> |
|---|---|--|

## The learner CAN socialise

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• attracting attention<ul style="list-style-type: none"><li>– Excuse me</li><li>– Hallo!</li></ul></li><li>• greeting people<ul style="list-style-type: none"><li>– Hallo!</li><li>– Good morning/afternoon/evening</li></ul></li><li>• when meeting people<ul style="list-style-type: none"><li>– Hallo!</li><li>– How are you?</li><li>– (I'm fine, thank you,) how are you?</li><li>– How do you do?</li><li>– How do you do?</li></ul></li></ul> | <ul style="list-style-type: none"><li>• addressing somebody<ul style="list-style-type: none"><li>– first name</li><li>– Mr/Mrs/Miss + family name</li></ul></li><li>• introducing someone<ul style="list-style-type: none"><li>– This is...</li></ul></li><li>• reacting to being introduced<ul style="list-style-type: none"><li>– Hallo!</li><li>– How do you do?</li></ul></li><li>• congratulating someone<ul style="list-style-type: none"><li>– Congratulations!</li></ul></li></ul> | <ul style="list-style-type: none"><li>• proposing a toast<ul style="list-style-type: none"><li>– Cheers!</li><li>– Here's to...</li></ul></li><li>• taking leave<ul style="list-style-type: none"><li>– Goodbye!</li><li>– Goodnight</li><li>– I'll see you (tomorrow, next week etc.)</li></ul></li></ul> |
|--|--|--|

## The learner CAN structure discourse

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>• opening<ul style="list-style-type: none"><li>– see the exponents of attracting attention, greeting people and addressing somebody above</li></ul></li><li>• hesitating, looking for words<ul style="list-style-type: none"><li>– ....Er....</li><li>– Just a moment</li><li>– What's the word for it?.....</li></ul></li><li>• correcting oneself<ul style="list-style-type: none"><li>– No</li><li>– Sorry, ....</li></ul></li><li>• enumerating<ul style="list-style-type: none"><li>– ...and...and</li><li>– First..., then..., then...</li></ul></li></ul> | <ul style="list-style-type: none"><li>• summing up<ul style="list-style-type: none"><li>– So.....</li></ul></li><li>• closing<ul style="list-style-type: none"><li>– Well, goodbye/ goodnight</li><li>– Well, its been nice talking with you</li><li>– I'll see you (later/soon/tomorrow)</li></ul></li><li>using the telephone<ul style="list-style-type: none"><li>• opening (on lifting the handset)<ul style="list-style-type: none"><li>– telephone number</li><li>– Hallo (this is...)</li></ul></li><li>• asking for an extension<ul style="list-style-type: none"><li>– I'd like to talk to...</li></ul></li><li>• giving notice of a new call<ul style="list-style-type: none"><li>– I'll call again (later/this afternoon)</li></ul></li></ul></li></ul> | <p>letter</p> <ul style="list-style-type: none"><li>• opening<ul style="list-style-type: none"><li>– Dear</li></ul></li><li>• closing<ul style="list-style-type: none"><li>– Yours sincerely</li><li>– Best wishes</li><li>– Love from...</li></ul></li></ul> |
|--|--|---|

# The learner CAN repair snags in communication

- signalling non-understanding
  - Sorry, I don't/didn't understand (that)
  - (I beg your) pardon?
- asking for overall repetition
  - (Sorry) can you say that again, please?
  - (I beg your) pardon?
- asking for partial repetition
  - (Sorry) when/where/why/how/who...?
- asking for clarification
  - (Sorry), what is X?
- asking for confirmation of understanding
  - Did you say X?
- asking for a word to be spelt out
  - Can you spell that, please?
- asking for something to be written down
  - Can you write that down for me, please?
- expressing ignorance of an expression
  - I don't know how to say it
- appealing for assistance
  - I don't know the English word
  - In [native language] we say...
- asking a speaker to slow down
  - Can you speak slowly, please?

## General Notions

### General notions for Breakthrough with recommended exponents

#### existential

- existence, non-existence
  - There is...
  - Is there..?
  - There's no...
  - There isn't any...
  - to make; to become
- presence, absence
  - (not) here, away, (not) there
- availability, non-availability
  - to have (got)
  - There is...
  - Is there...
  - There's no...
  - There isn't any...
  - ready
- occurrence, non-occurrence
  - to happen

#### spatial

- location
  - adverbs*
    - here, there, nowhere, everywhere, somewhere, (not) anywhere, where?
    - inside, outside, (in) the east/north/south/west
    - to have been to
    - this, that these, those

- relative position
  - prepositions*
    - against
    - among
    - at, at the end of, behind, between, in, in front of, in the centre of, next to, on, opposite
    - under, with
  - distance
    - near
    - far (away)(from)
    - ... away
  - motion
    - verbs*
      - to come, to come along
      - to come to, to fall, to get up, to go to hurry
      - to leave, to lie down, to pass, to sit (down), to stand, to stop

#### direction

- adverbs*
  - away, back, down, in, out, (to the) left, (to the) right, straight on, up, east, north, south, west
  - across
  - down
  - from, into, past, through, to up
- verbs*
  - to bring, to carry
  - to follow, to pull, to push
  - to put, to send, to take, to turn

- origin
  - from
- arrangement
  - after, before, between, first, last
- dimension
  - size
    - size
    - big, high, large
    - long, low, short, small, tall
  - length
    - centimetre, foot, inch, kilometre, meter, yard, mile
    - long, short
  - pressure
    - heavy, light
  - weight
    - gram(me)s, kilos, lbs., oz.
    - heavy, light
  - volume
    - gallon, litre, pint
  - space
    - big, small
  - temperature
    - temperature
    - degree
    - zero
    - cold, hot, warm

## temporal

- points of time
  - (three) o'clock
  - (five) to/past (three)
  - a quarter to/past (three)
  - (sixteen) minutes to/past (three)
  - half past (three)
  - (3) a.m./p.m.
  - noon, midnight
- divisions of time
  - moment, second, minute
  - quarter of an hour, half (an) hour, hour, day, week
  - month, year, century
  - spring, summer, autumn, winter
  - morning, afternoon, evening, night, weekend
  - holiday(s)
  - the names of the days of the week
  - names of the months
- indications of time
  - time
  - now, then, when?, soon, ago
  - today, tomorrow, yesterday, the day before yesterday, the day after tomorrow
  - this morning/afternoon/evening/ week/month/year, tonight, last/ next + week/month/year
  - names of the days of the week
  - at, in, on
  - dates: (spoken) the first of June
  - (written) 1 June 1989
  - Christmas, Easter
- duration
  - during
  - for
  - since
  - till, until
  - to take
  - long
  - short
- earliness
  - early
- lateness
  - late
- anteriority
  - present perfect
  - before + NP
  - before
  - already
  - yet
- posteriority
  - after + NP
  - afterwards
  - later (on)
- sequence
  - first, then
- simultaneity
  - at the same time
- future reference
  - NP + be going to...
  - NP + will
  - soon
  - in
  - next week/month/year/Saturday, etc.
  - tonight, tomorrow, the day after tomorrow, this afternoon
- present reference
  - simple present
  - present continuous
  - present perfect
  - now, today, still
  - this morning/afternoon/year etc.
- past reference
  - simple past
  - past continuous
  - yesterday, the day before yesterday, just last week/month, etc.
- reference without time focus
  - simple present
- delay
  - late
  - delay
  - delayed
- speed
  - fast, slow
  - miles/kilometres an hour
- frequency
  - always, never, (not) often, once
  - sometimes, twice, usually
  - daily, weekly, monthly
  - ...times a/per week/month etc.
  - on weekdays/Sundays etc.
  - every week/ Sunday etc.
- continuity
  - present continuous
  - past continuous
  - present perfect
- intermittence
  - not always
- permanence
  - always
- temporariness
  - for + NP
  - not always
- repetitiousness
  - again, many times, twice, several times
- uniqueness
  - (only) once
  - only one time
- commencement
  - to begin
  - to start
  - since + NP
  - from
- cessation
  - to end
  - to stop
  - till, to
- stability
  - to stay
  - to wait
- change, transition
  - to become
  - suddenly...

## quantitative

- number
  - singular/plural
  - cardinal numbers up to four digits
  - ordinal numbers up to two digits
  - another
  - about
- quantity
  - all, a lot of, (not) any, enough, (a) few, (a) little, many, more, most, much, no, some, half
  - a bottle/cup/glass/piece + of
- degree
  - comparative and superlative of adjectives and adverbs in vocabulary
  - enough, too...very, a little, much
  - almost, quite
  - rather

## qualitative

- physical
- shape
  - round, square
- dimension
  - see dimension section above
- moisture, humidity
  - wet, dry
  - to dry, to make wet
- visibility, sight
  - NP + can(not) see + NP
  - to look
  - to look at
  - light, dark
- audibility, hearing
  - NP + can(not) hear + NP
  - to listen, to listen to
  - noise
  - loud
- taste
  - nice
- texture
  - hard, soft, strong
- colour
  - blue, black, brown, green, grey, orange, red, white, yellow
  - light, dark

- age
  - I am...(years old)
  - how old + be + NP?
  - new, old, young
  - adult, child; month, year
- physical condition and actions
  - all right, dead, ill, well
  - to break, to cut, to hurt, to die, to repair
- accessibility
  - to close, to open
  - closed/open
- cleanness
  - to clean, to wash
  - clean
- material
  - nouns and adjectives*
    - gold, leather, nylon, plastic, paper, silver
  - nouns*
    - wood, wool
    - made of wood, made of wool
- fullness
  - empty, full (of)
  - to fill

## evaluative

- value, price
  - How much + be...?
  - to be
  - price
  - cheap, expensive
- quality
  - adjectives*
    - bad, worse, worst; good, better, best
    - fine
  - adverb*
    - well
- acceptability
  - that's all right/fine
- adequacy/inadequacy
  - NP + be all right
  - NP + be (not) enough
- desirability/undesirability
  - to like
- correctness/incorrectness
  - better, right, wrong
  - to be right, to be wrong

- capacity/incapacity
  - NP + can(not)...
- importance
  - (not) important
- abnormality
  - strange
- facility/difficulty
  - easy, difficult

## mental

- reflection
  - to believe, to be sure, to be certain
  - to hope, to know, to think, to wonder
- expression
  - to ask, to forbid
  - to say, to speak, to talk, to tell, *noun* to thank, to write
  - question

## relational

- spatial relations
- temporal relations
- action-event relations
- agency
  - agent as subject
  - agent in by adjunct (passive)
- objective/ factitive
  - objective as object
  - object as subject of passive
  - factitive as object
  - factitive as subject of passive
- dative
  - dative as indirect object
  - dative in to adjunct
- instrumental
  - instrumental in with adjunct
- benefactive
  - benefactive in for adjunct
- place
- time
- manner, means
  - in this way, like this
  - badly, fast, hard
  - how?, quickly, slowly, well

contrastive relations

- equality/inequality
  - (not) the same (thing)
  - different (from), else, other, another
- correspondence, contrast in addition to the exponents of equality/inequality above
  - like
  - comparative degree + than

possessive relations

- ownership, possession
  - possessive adjectives (my, your, etc.)
  - possessive pronouns (mine, yours, etc.)
  - genitive singular of personal nouns

- of adjuncts, with adjuncts, without adjuncts
- to have (got), to get, to give, to keep

logical relations

- conjunction
  - and, but, also, too
  - together
  - pair, group
- disjunction
  - or
- inclusion/exclusion
  - with, without
  - also, too
- cause
  - Why?

- because + sub-clause
- effect
  - then..., so...
- reason
  - Why?
  - because + sub-clause
- purpose
  - to
- condition
  - if + sub-clause
- focusing
  - about
  - only

deixis

- definite

non-anaphoric	
personal pronouns, subject forms and object forms possessive adjectives possessive pronouns as complement demonstrative adjectives and pronouns definite article interrogative pronouns interrogative adjectives	my, your, etc. (as in: This is mine) this, that, these, those, such the who, what, which whose, what which

anaphoric	
personal pronouns (subject forms and object forms) possessive adjectives possessive pronouns as complement demonstrative adjectives and pronouns relative pronouns definite article adverbs: propword	(as in: You take it, it's yours)  the here, there, now, then, so one

- indefinite

indefinite article indefinite pronouns  adverbs  semi-deictics	a, an someone, (not) anyone, nobody, something, (not)...anything, nothing, everything, all (as in: I want all of it), some (as in: some of them went home), it (as in: it's raining), everywhere, (not)... anywhere, somewhere, nowhere, sometimes, never, always person (as in: there are five persons present) people (as in: there were many people present) thing (as in: what do you call that thing?) to do (as in: What are you going to do tonight?)
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# Themes and specific notions

## The personal domain

### personal identification

The learners CAN say who they are, spell their name, state their address, give their telephone number, say when and where they were born, state their age, sex, say whether they are married or not, state their nationality, say where they are from, what they do for a living, describe their family, state their religion, if any, state their likes and dislikes; elicit/understand similar information from others.

- name
  - name
  - first name
  - surname
  - Mr.
  - Mrs.
  - Miss
  - Ms. (writing)
  - to write
  - *names of letters of the alphabet*
  - to be
- address
  - to live
  - street, road, park, square
  - number
  - country, town, village
  - *names of countries*
- telephone number
  - telephone
  - to phone
  - telephone number
  - 0 (as pronounced in telephone numbers)
- date and place of birth
  - to be born
  - *names of the months*
  - *the required numerals*
- age
- sex
  - man
  - woman
  - boy
  - girl
- marital status
  - (not) married
- nationality
  - *names of nationalities*
- origin
  - to be from...
- occupation
  - *names of occupations*
  - *names of places of work* e.g. factory, farm, hospital, office
  - *names of occupational activities* e.g. to buy, to teach, to sell, to work
  - to work
- education
  - school
  - university
  - student
  - to study
  - to learn
  - to go to (school, university)
  - *names of subjects*
- family
  - family
  - father and mother
  - husband
  - wife
  - child
  - son
  - daughter
  - brother
  - sister
- religion
  - church
  - *name of one's own religion, if any*
- likes and dislikes
- personal appearance
  - tall
  - short
  - slim
  - dark
  - fair
  - good-looking

## house, home and environment

Learners CAN describe a house or flat and the rooms in it, refer to furniture and bedclothes, services and amenities, describe regions (particularly the one where they themselves live); obtain/understand similar descriptions and references from others; exchange views on these matters.

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|--|--|--|
| <ul style="list-style-type: none"><li>• accommodation, rooms<ul style="list-style-type: none"><li>– house</li><li>– flat</li><li>– room</li><li>– <i>names of rooms</i></li><li>– floor</li><li>– stairs</li><li>– downstairs</li><li>– upstairs</li><li>– lift</li><li>– window</li><li>– door</li><li>– garden</li></ul></li><li>• furniture, bedclothes<ul style="list-style-type: none"><li>– furniture</li><li>– <i>names of pieces of furniture</i></li><li>– blanket</li><li>– pillow</li><li>– sheet</li></ul></li></ul> | <ul style="list-style-type: none"><li>• services<ul style="list-style-type: none"><li>– electricity</li><li>– gas</li><li>– heating</li><li>– telephone</li><li>– water</li><li>– on/off (e.g. the heating is on/off)</li><li>– to turn on/off</li></ul></li><li>• amenities<ul style="list-style-type: none"><li>– bath</li><li>– shower</li><li>– radio</li><li>– television</li><li>– garage</li></ul></li><li>• region<ul style="list-style-type: none"><li>– farm</li><li>– factory</li><li>– fields</li><li>– forest</li></ul></li></ul> | <ul style="list-style-type: none"><li>– hill</li><li>– lake</li><li>– valley</li><li>– mountain</li><li>– canal</li><li>– river</li><li>– sea</li><li>– beach</li><li>– island</li></ul> <ul style="list-style-type: none"><li>• flora and fauna<ul style="list-style-type: none"><li>– animal</li><li>– <i>names of animals</i></li><li>– plant</li><li>– tree</li><li>– flower</li><li>– grass</li></ul></li></ul> |
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## daily life

Learners CAN describe their daily routines, at home and at work; obtain/understand similar information from others; exchange views on these matters.

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| <ul style="list-style-type: none"><li>• at home<ul style="list-style-type: none"><li>– to get up</li><li>– to have breakfast etc.</li><li>– breakfast</li><li>– lunch</li><li>– dinner</li><li>– coffee</li><li>– tea</li><li>– to make</li><li>– to wash up</li><li>– to clean</li><li>– to go shopping</li><li>– to go to school</li><li>– to go to work</li><li>– to come home</li><li>– to go to sleep</li><li>– to go to bed</li></ul></li></ul> | <ul style="list-style-type: none"><li>• at work<ul style="list-style-type: none"><li>– to work</li><li>– working hours</li><li>– holiday(s)</li><li>– to be free</li><li>– days off</li><li>– colleague</li><li>– to earn</li><li>– tax(es)</li></ul></li></ul> |
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## free time, entertainment

Learners CAN say when they are free and what they do in their spare time particularly with reference to hobbies and interests, public entertainment, sports and reading; obtain/understand similar information from others; exchange views on these matters; make use of entertainment facilities.

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| <ul style="list-style-type: none"><li>• leisure<ul style="list-style-type: none"><li>– to be free</li><li>– holiday(s)</li><li>– to go out</li></ul></li><li>• hobbies and interests<ul style="list-style-type: none"><li>– hobby</li><li>– <i>names of hobbies</i>, particularly one's own</li><li>– <i>names of fields of interest</i>, e.g. the computers, films, music, sports</li><li>– to go for...</li></ul></li><li>• entertainment<ul style="list-style-type: none"><li>– radio</li><li>– to listen to (the radio)</li><li>– television</li><li>– to watch (TV)</li></ul></li></ul> | <ul style="list-style-type: none"><li>– programme<ul style="list-style-type: none"><li>– news</li><li>– film</li><li>– music</li><li>– song</li></ul></li><li>– cinema/theatre<ul style="list-style-type: none"><li>– <i>names of public performances</i> e.g. film, opera, play, show</li><li>– to dance</li><li>– to sing</li><li>– to play</li><li>– ticket</li></ul></li><li>• intellectual pursuits<ul style="list-style-type: none"><li>– to read</li><li>– to study</li><li>– to learn</li><li>– book</li></ul></li></ul> | <ul style="list-style-type: none"><li>• sports<ul style="list-style-type: none"><li>– sport(s)</li><li>– <i>names of sports</i> (e.g. baseball, football, tennis, swimming)</li><li>– to play</li><li>– to watch</li><li>– to win</li><li>– to lose</li><li>– against</li></ul></li><li>• press<ul style="list-style-type: none"><li>– newspaper</li><li>– magazine</li><li>– picture</li><li>– advertisement</li></ul></li></ul> |
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## travel

Learners CAN use means of public transport, obtain tickets, refer to means of private transport, make use of the road traffic system, refer to holiday trips, make use of accommodation facilities for travellers, refer to travel documents; talk about these matters and activities with others.

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| <ul style="list-style-type: none"><li>• public transport<ul style="list-style-type: none"><li>– to go</li><li>– to travel by train, bus, etc.</li><li>– journey</li><li>– plane</li><li>– airport</li><li>– bus</li><li>– coach</li><li>– bus stop</li><li>– train</li><li>– underground</li><li>– (railway) station</li><li>– platform</li><li>– to change</li><li>– tram</li><li>– tram stop</li><li>– boat</li><li>– taxi</li><li>– ticket</li><li>– single</li><li>– return</li><li>– class</li><li>– to smoke</li><li>– luggage</li></ul></li></ul> | <ul style="list-style-type: none"><li>• private transport<ul style="list-style-type: none"><li>– bicycle</li><li>– car</li><li>– to drive</li><li>– driver</li></ul></li><li>• traffic<ul style="list-style-type: none"><li>– street</li><li>– road</li><li>– motorway</li><li>– bridge</li><li>– crossing</li><li>– to cross</li><li>– corner</li><li>– traffic lights</li><li>– <i>common road-sign texts</i> (reading only) e.g. cross now, exit, give way, keep left, keep right, no parking, no waiting, one way, stop, turn left, turn right</li></ul></li><li>• holidays<ul style="list-style-type: none"><li>– journey</li><li>– tourist</li><li>– to visit</li><li>– sights</li></ul></li></ul> | <ul style="list-style-type: none"><li>– <i>names of sights and buildings of interest</i> e.g., castle, cathedral, ruins, zoo</li><li>– foreign</li><li>– names of countries</li><li>– names of continents</li><li>• accommodation<ul style="list-style-type: none"><li>– <i>names of types of accommodation for travellers</i> e.g., camping site, guest house, hotel, tent</li><li>– single room</li><li>– double room</li><li>– to book</li><li>– key</li><li>– bill</li></ul></li><li>• luggage<ul style="list-style-type: none"><li>– luggage</li><li>– bag</li><li>– suitcase</li></ul></li><li>• documents<ul style="list-style-type: none"><li>– passport</li><li>– insurance</li><li>– driving licence</li></ul></li></ul> |
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## relations with other people

Learners CAN refer to and establish personal relations, participate in social life and deal with correspondence. They CAN understand simple information, e.g. on dates, names, places, addresses, wishes, etc. on postcards, greetings cards, invitations, etc.

- social life
  - friend
  - colleague
  - acquaintance
  - to know (a person)
  - to make an appointment
  - to visit
  - party
  - to talk
  - to dance
  - present
- correspondence
  - to write (to)
  - letter
  - envelope
  - postcard
  - paper
  - stamp
  - pen
  - pencil
  - ball point
  - to send
  - to get
  - answer
  - to answer

## health and body care

All learners CAN refer to matters of personal comfort, stating whether they feel well, are hungry, tired, etc., refer to matters of personal hygiene and obtain articles required, refer to matters of health and illness and describe what is wrong to a doctor or dentist, report accidents, refer to medical services and insurance: obtain/understand similar information and references from others.

- parts of the body
  - *names of parts of the body* (e.g. arm, back, foot, hair, hand, head, heart, leg, neck, stomach, tooth)
- personal comfort
  - to feel well
  - to look well
  - hungry
  - thirsty
  - tired
  - to sleep
  - to wake up
- hygiene
  - comb
  - razor
  - soap
  - toothbrush
  - towel
  - to wash
- ailments, accidents
  - ill
  - to feel ill
  - pain
  - to have a cold
  - to hurt
  - accident
  - to fall
- to break
- to burn
- to cut
- medical services
  - hospital
  - dentist
  - doctor
  - chemist
  - medicine
  - appointment
  - to see a doctor/dentist
  - glasses
- insurance
  - insurance

## shopping

Learners CAN use shopping facilities, particularly obtaining foodstuffs, clothes and household articles, pay for things bought: exchange information and views on these matters.

- shopping facilities
  - shop
  - (to go) shopping
  - market
  - supermarket
  - to pay (for...)
  - to buy
  - to sell
  - to show
- foodstuffs
- clothes, fashion
  - clothes
  - *names of clothes* (e.g. blouse, coat, dress, hat, raincoat, shirt, shoes, skirt)
  - to try on
  - to put on (clothes)
  - to take off (clothes)
  - watch
- household articles
  - fork
  - knife
  - spoon
  - plate
  - cup
  - bottle
  - glass
- prices
  - to pay
  - money
  - £ (pound)
  - p (penny, pennies, pence)
  - *names of national currencies*

## food and drink

Learners CAN refer to, buy and order various kinds of food and beverages, also in a restaurant, cafe, etc.; exchange information and views on food, drink and places for eating and drinking.

- types of food and drink
  - food
  - to eat
  - meal
  - snack
  - to have breakfast/ coffee/ lunch/ tea/ dinner/ supper
  - vegetable(s)
  - *names of vegetables*
  - (to) boil(ed)
  - (to) fry(ied)
  - (to) grill(ed)
  - (to) roast
  - salad
  - meat
  - *names of kinds of meat*
  - fish
  - chicken
  - egg
  - omelette
  - soup
  - cheese
  - mustard
  - pepper
  - salt
  - ice-cream
  - fruit
  - *names of fruits*
  - bread
  - butter
  - piece - 'Would you like a piece of bread?'
  - slice
  - sandwich
  - jam
  - to drink
  - coffee
  - tea
  - cream
  - milk
  - sugar
  - drink
  - beer
  - juice
  - water
  - wine
- eating and drinking out
  - restaurant
  - café
  - pub
  - menu
  - bill

## services

The learners CAN refer to, inquire about and make use of postal services, telephone and telegraph, bank, police, medical services, car maintenance services and petrol stations.

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| <ul style="list-style-type: none"><li>• post<ul style="list-style-type: none"><li>– post office</li></ul></li><li>• telephone</li><li>• telegraph<ul style="list-style-type: none"><li>– telegram</li></ul></li><li>• bank<ul style="list-style-type: none"><li>– bank</li><li>– to change</li><li>– cheque</li><li>– (to) cash</li></ul></li><li>• police<ul style="list-style-type: none"><li>– police</li><li>– policeman</li><li>– police station</li><li>– to steal</li><li>– to lose</li></ul></li></ul> | <ul style="list-style-type: none"><li>• hospital, surgery</li><li>• garage, breakdown services<ul style="list-style-type: none"><li>– garage</li><li>– trouble</li><li>– engine</li><li>– lights</li><li>– brake</li><li>– to help</li><li>– to repair</li><li>– to work</li></ul></li><li>• petrol station<ul style="list-style-type: none"><li>– petrol</li><li>– oil</li><li>– to check</li><li>– tyres</li><li>– full</li></ul></li></ul> |
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## places

Learners CAN ask the way and give strangers directions.

## language

Learners CAN refer to foreign-language ability and deal with problems of understanding and expression.

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| <ul style="list-style-type: none"><li>• ability, understanding, expression<ul style="list-style-type: none"><li>– to read</li><li>– to speak</li><li>– to understand</li><li>– <i>names of languages</i> e.g. French, German, English, Spanish</li><li>– to write</li><li>– a little</li></ul></li></ul> | <ul style="list-style-type: none"><li>– not at all</li><li>– well</li><li>– dictionary</li><li>– question</li><li>– clear</li><li>– to explain</li><li>– mistake</li></ul> |
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## weather

Learners CAN obtain relevant information from a weather forecast and exchange information and views on weather conditions.

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| <ul style="list-style-type: none"><li>• weather conditions<ul style="list-style-type: none"><li>– weather</li><li>– sun</li><li>– rain</li><li>– rainy</li><li>– to rain</li><li>– fog</li></ul></li></ul> | <ul style="list-style-type: none"><li>– snow</li><li>– to snow</li><li>– ice</li><li>– wind</li><li>– windy</li><li>– thunderstorm</li><li>– fine</li></ul> |
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